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AUTHOR Brewer, James H.
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ABSTRACT

This mini-guide/workbook on classroom management provides teachers with an introduction to principles used in many accountability plans and helps them to devise a more systematic method of improving discipline in order to produce more student achievement. Part one of the guide deals with approach behavior management, i.e., the student's behavior which takes place up to the point of interacting with instructional learning. The following six steps are given to aid the teacher in planning for student approach behaviors: (1) identifying desired behavior, (2) assessment of present behavior, (3) management methods, (4) assessment of managed behavior, (5) corrective management methods, and (6) re-assessment of behavior. There are instructions for completing each step. Part two of this guide concerns instruction management, which refers to the student's interaction with the learning task as presented by the teacher. The six steps in the instruction management plan are (1) objectives, (2) pre-test items, (3) instructional methods, (4) post-test items, (5) corrective instruction, and (6) re-test items. Instructions are given for completing each of these steps. (RC)

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A Mini-Guide For Planning

Instructional And Behavioral

CLASSROOM MANAGEMENT

James H. Brewer, Ed. D.

A Guide To:

Improve Accountability
Improve Discipline
Improve Student Achievement

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Illustrations By
Suzi Odom

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PREFACE

This mini-guide is designed to serve the teacher who has not had an opportunity to study the latest techniques in classroom management. It should provide teachers with an introduction to principles used in many accountability plans, help them devise a more systematic method of improving discipline, and produce more student achievement.

The classroom management techniques outlined in this miniguide have been proven effective in real classrooms by typical teachers. While the contents of the mini-guide have been proven and are based on sound behavioral and instructional management principles, a deliberate attempt has been made to keep the methods and procedures simply stated. Moreover, it is hoped that teachers who use this mini-guide will then want to find out more complete information about current classroom management techniques elsewhere.

INTRODUCTION

A simple concept underlies both of the management plans described in this guide. That concept is explained in the following summary:

> A student will behave in relationship to the consequences of that behavior. In other words, students act the way they do because of the results of their actions. Couple this with the knowledge that students move away from painful experiences toward pleasant, rewarding consequences; and we can see that the teacher can arrange positive consequences for students within the classroom as a basis for a management system.

As more and more states demand accountability in education, teachers are turning to management systems which help them to become more specific and systematic in the development of the curriculum for their classrooms. After working through this guide, the teacher should be able to organize and plan both student behavior and instruction in a more productive way.

PART I

APPROACH BEHAVIOR MANAGEMENT

The term "approach behavior" which is used in this guide refers to the student's behavior which takes place up to the point of interacting with instructional learning. Most teachers desire their students to come into the room quietly, have the appropriate materials, follow directions, work with others in an orderly way, and generally display those behaviors which lead the student to concentrate on the learning task. These behaviors will not just happen. They must be planned as carefully as any instructional program.

There are six steps, as seen in CHART I, in planning for student approach behaviors. Steps 2, 4, and 6 are more related to accountability than the others; and, if a teacher so desires, these steps could be omitted. However, teachers who are really interested in their own progress with students will find these steps most helpful.

Steps 1, 3, and 5 are the key steps to the approach behavior plan. Teachers must identify the approach behaviors they expect from students and then arrange personally rewarding consequences for students when they display the desired behaviors.

CHART I

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Desired Behavior	Assessment of Present Behavior	Management Methods	Assessment of Managed Behavior	Correction Management Methods	Re-Assessment of Behavior
1.					
2.					
3.		Self-Selected Conse-quences		Self-Selected Conse-quences	
4.					
5.		Social Conse-quences		Social Conse-quences	
6.					
7.		Material Object Conse-quences		Material Object Conse-quences	
8.					
9.					
10.					

Note:

The above chart gives an overview of the approach behavior management plan described in Part I. You may want to use more or less than ten desired behavior objectives in your classroom. Nevertheless, there are six relatively simple steps in the approach behavior plan.

STEP I: Identifying desired behavior

Instructions:

Write the descriptions of behaviors which you feel are necessary and desirable for your students as they approach the learning task.

Example: The student will bring a pencil to class.

1. The student will _____
_____
2. The student will _____
_____
3. The student will _____
_____
4. The student will _____
_____
5. The student will _____
_____
6. The student will _____
_____
7. The student will _____
_____
8. The student will _____
_____
9. The student will _____
_____
10. The student will _____
_____

Note:

The approach behavior objectives are much like classroom rules, and many teachers like to read and post the approach behaviors.

A listing of approach behaviors other teachers have used:

The student will

come to school
walk quietly into the room
be seated in assigned seats
give attention to the teacher
raise hand before speaking
refrain from hitting other students
get out pencil and paper
follow all directions
work without disturbing others
not interrupt when someone else is speaking
have proper material ready for work
raise his hand if a question arises
begin work promptly
leave desk only with permission
straighten up desk before leaving
turn to correct page
participate in class discussions
work cooperatively with groups
handle equipment carefully

One teacher said, ***"I found the approach objectives to be most beneficial in my teaching situation. They made me more aware of the specific behavior I desired in my classroom and the way to achieve these behaviors."***

STEP II: Assessment of present behavior

Instructions:
Construct a procedure to observe how well your students display the desired approach behavior that you have identified for them. While the observation need not be formal, you may want to construct a checklist for more formal use.

Example:
The student will bring pencil to class. Seventeen out of twenty-three students did not display the behavior at all on the first day of the unit.

OR

Name of student		Approach Behaviors									
		1	2	3	4	5	6	7	8	9	10
1. _____	1st day										
	2nd day										
2. _____	1st day										
	2nd day										
3. _____	1st day										
	2nd day										

etc.

Note:

Although, as previously stated, this part of the plan could be omitted, it helps to develop the teacher's ability to observe desired behavior and gives teachers a systematic way of assessing behavior.

Other teachers have observed approach behavior for three days at the beginning of the unit and then stopped until the end while others have developed very elaborate ways to record behavior every day.

As one teacher put it, *"I also had never used profile sheets before. This was extremely helpful in my project, and I plan on using these sheets often."*

Another said, *"This was the first time I used systematic observation with my students, and I found it to be of immeasurable value."*

STEP III: Management methods

Instructions:
At this point in the plan, the teacher finds ways and methods to bring about the approach behavior by simply arranging the consequences for the approach behavior objectives.

Example:

(Approach objective) The student will bring a pencil to class / will result in (Consequence) a "smiley" face being placed on the student's workbook.

Consequences

Approach Objective No. 1 _____

Approach Objective No. 2 _____

Approach Objective No. 3 _____

Approach Objective No. 4 _____

Approach Objective No. 5 _____

Approach Objective No. 6 _____

Approach Objective No. 7 _____

Approach Objective No. 8 _____

Approach Objective No. 9 _____

Approach Objective No. 10 _____

Note:

The key to the success of this approach is that the teacher observes the correct or desired behavior and presents the consequences in a systematic way.

Some teachers have used the following consequences:

verbal praise from teacher
smile from teacher
pat on the back from teacher
free time for art
putting equipment away
collect and sharpen pencils
erase board
dust the room
run errands to the office
take out the garbage
put up audio-visual equipment
play educational games
straighten teaching materials
operate the audio-visual equipment
assist other students
make a poster for teacher
a five-minute break
reading time in the reading center
give out materials
receive a checkmark on paper
illustrate favorite part of a story
listen to a story in the library
receive "smiley" face on paper
separate or staple papers
work crossword puzzles
get a drink of water

One teacher had this to say, *"Many times, we as teachers become so routine-oriented that we don't take all that much time to consider positive consequences for more of the learning and approach behaviors that we expect our children to follow."*

Another teacher said that by following the approach objectives, her students gained confidence, paid attention, had a greater expectation of themselves, and actually did succeed more than usual.

A third said, *"I think that the approach behavior procedure worked well because the childred knew exactly what was expected of them, and immediate reinforcement was given."*

STEP IV: Assessment of managed behavior

Instructions:

As in the same manner that you observed the present behavior (p. 11), you simply make the same type of observations. When you have completed this observation, you can compare how well your students accomplished the approach behaviors.

Example:

The student will bring a pencil to class. Twenty-two out of twenty-three students displayed the behavior on the last day of the unit.

OR

Name of student		Approach behaviors 1 2 3 4 5 6 7 8 9 10
1. _____	1st day	_ _ _ _ _ _ _ _ _ _
	2nd day	_ _ _ _ _ _ _ _ _ _
2. _____	1st day	_ _ _ _ _ _ _ _ _ _
	2nd day	_ _ _ _ _ _ _ _ _ _
3. _____	1st day	_ _ _ _ _ _ _ _ _ _
	2nd day	_ _ _ _ _ _ _ _ _ _

etc.

One teacher had this to say about Step IV, *"I have found that writing definite and specific objectives for your desired goal is especially beneficial. I have also found that reinforcers, used in the correct manner, can be extremely beneficial in controlling behavior and reaching your terminal goal in the learning process."*

STEP V: Corrective management methods

Instructions:

Identify those approach objectives which did not result in the desired behavior's being developed by some of the class and use corrective management methods to achieve the desired approach behavior. Think of consequences which will be more powerful in the eyes of the students.

Example:

The student will bring a pencil to class. (Only seventeen out of twenty-three are successful with this behavior.) They may play educational games in the back of the room.

Approach Objectives Needing More Work

Approach Objectives	More Powerful Consequence
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Note:

The corrective management step gives you an opportunity to continue with your basic plan while making necessary adjustments in the consequences.

Some teachers have used a point system in which points accumulate for good grades, candy, or free time while others have given social privileges as consequences.

One teacher said, *"I feel now that I'll be more conscious of my response to the children because it, in turn, will have great influence on how the children in the classroom respond to me."*

STEP VI: Re-assessment of behavior

Instructions:

You may not feel that you need to complete this part of the plan. However, if you do, you can follow the same type of observation and assessment plan you used before. The object of completion of this part would be to account for every diagnostic and remedial method you used and the results of your efforts.

Example:

The student will bring a pencil to class. Seven out of twenty-three students did not display the behavior at all on the last day of the unit.

OR

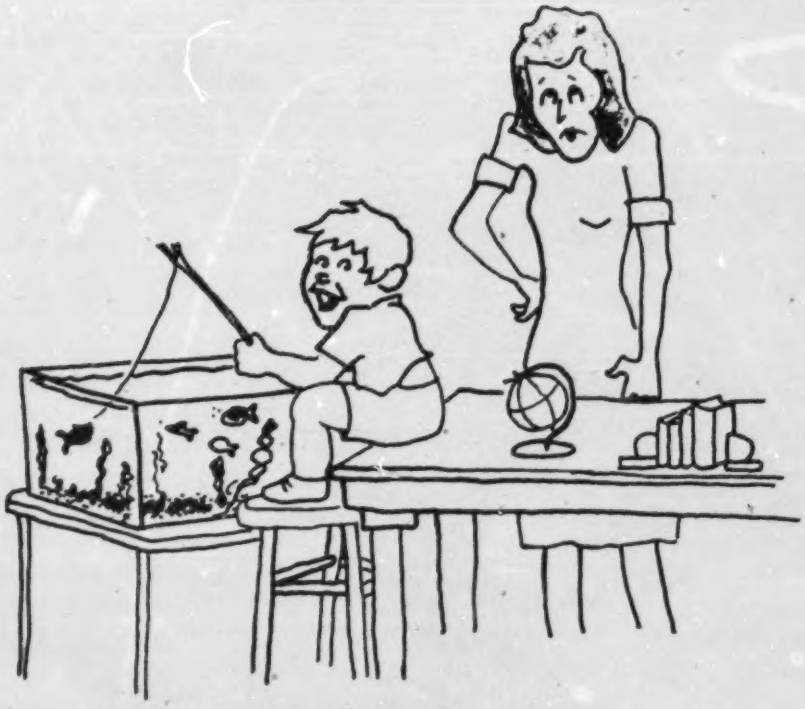
Name of student		Approach Behaviors									
		1	2	3	4	5	6	7	8	9	10
1. _____	1st day										
	2nd day										
2. _____	1st day										
	2nd day										
3. _____	1st day										
	2nd day										

etc.

Note:

Although, as previously stated, this part of the plan could be omitted, it helps to develop the teacher's ability to observe desired behavior and gives teachers a systematic way of assessing behavior.

One teacher commented, *"I had studied positive and negative reinforcement in several classes, but I had not made a satisfactory transfer in an organized manner to my classroom."*



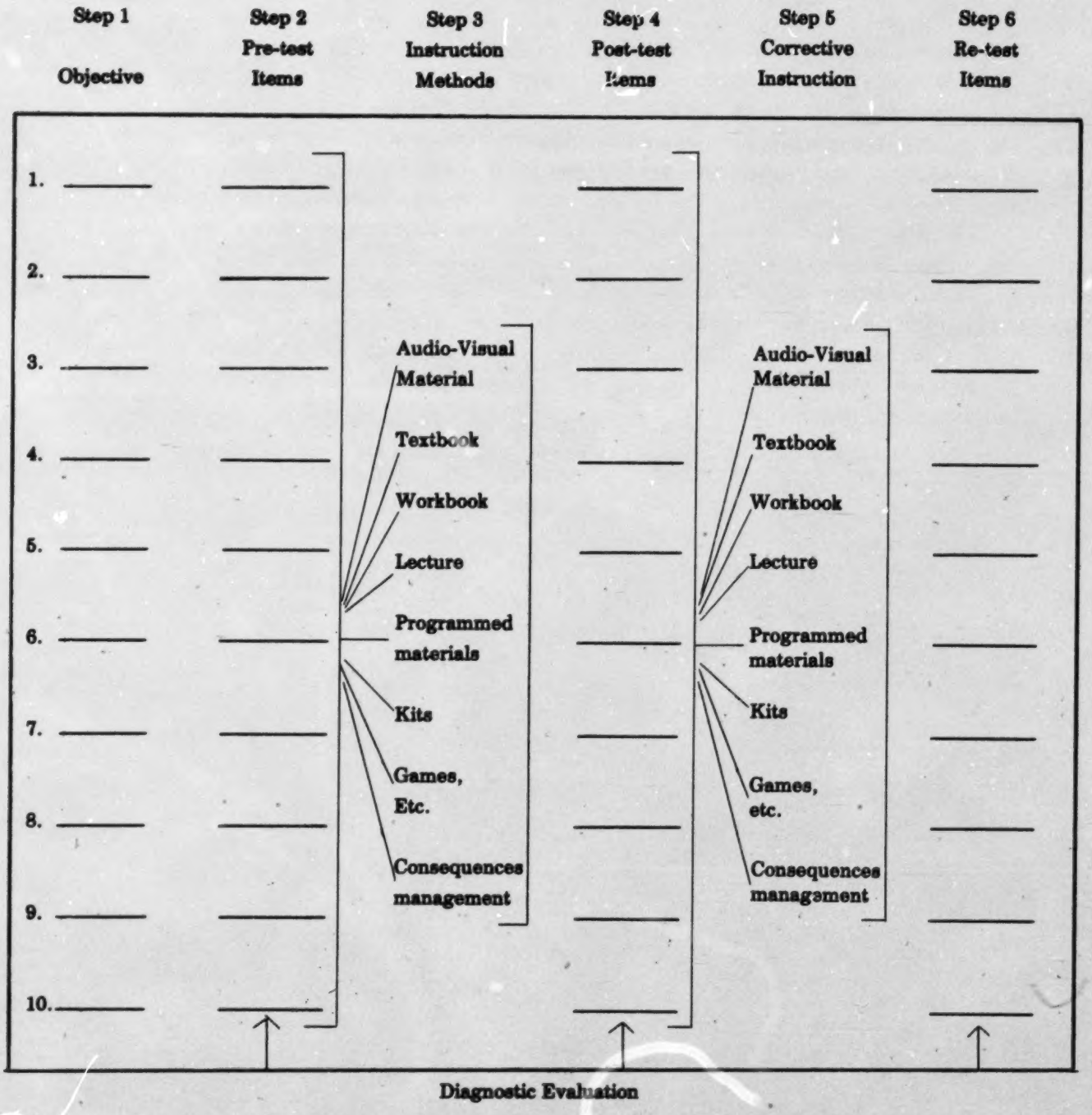
PART II

INSTRUCTION MANAGEMENT

The term "instruction management" which is used in this guide refers to the student's interaction with the learning task as presented by the teacher. Most teachers wish their students to learn as much as possible from the materials, lectures, kits, educational games, etc. which are used in the classroom. However, teachers know that even the best of these aids do not insure learning. The teacher must arrange and manage the instructional process to insure greater achievement.

Just as in Part I, Approach Behavior Management, there are six steps in the instruction management plan. They are very similar to the steps in Part I which helps to simplify the whole management system. Steps 2, 4, and 6 are more related to the accountability process than the other steps. In accountability plans, teachers are being asked to diagnose and prescribe learning for their students and that the results of that learning be measurable. Steps 1, 3, and 5 are also key steps just as was the case in the approach behavior plan. As you will see, the arrangement of consequences is an important part of this plan, also.

CHART II



The above chart gives an overview of the instruction management plan. While ten spaces are provided for objectives, any real unit of study may have more or less. Some educators are using the word "competencies" instead of the term "objectives" although both refer to the student's performance.

STEP I: Objectives

Instructions:

Write the descriptions of what you wish your students to be able to do as a result of your instruction. In other words, what "competencies" will your students have after this instructional unit?

Example:

The student will be able to recognize singular and plural forms of nouns.

Objectives of Instruction

1. The student will be able to _____
_____
2. The student will be able to _____
_____
3. The student will be able to _____
_____
4. The student will be able to _____
_____
5. The student will be able to _____
_____
6. The student will be able to _____
_____
7. The student will be able to _____
_____

Note:
Although seven blanks are provided above, you may want more or less objectives in any one unit of study. Naturally, the objectives depend upon the subject, level of student achievement, and teaching materials being used by the teacher.

A teacher said, *"I have learned that organization of objectives for a particular class or group has great influence on the outcome."*

STEP II: Pre-test items

Instructions:

Construct one or more test items that will indicate if the student is able to perform each objective. Many teachers will use the pre-test as the post-test also while others will find it necessary to construct a different post-test.

Example:

(Place a P over the plural noun and an S over the singular noun.) The tall girl reached the top of the stairs.

Item 1 _____

Item 2 _____

Item 3 _____

Item 4 _____

Item 5 _____

Item 6 _____

Item 7 _____

Item 8 _____

Item 9 _____

Item 10 _____

Note:
Remember, the items that you construct are to test whether or not your students are competent in the instruction objectives which you have identified. This tells you how many, if any, of your students can already do what you expect of them in this unit.

One teacher said that the pre-test will probably be a part of future units since it makes individual progress easier to determine.

STEP III: Instructional methods

Instructions:

The two things that you are asked to list in this step are related to methods. First, list the method of instruction that you will use to "teach" your students. (You should list materials as methods.) Second, list the positive consequences of the successful completion of each objective by your students.

Example:

Worksheet taken from pp. 14-20 of text. (Consequence would be similar to those described in Part I.)

Materials and/or Methods

_____	_____	_____
_____	_____	_____
_____	_____	_____

Consequences

_____	_____	_____
_____	_____	_____
_____	_____	_____

Note:

The identification and use of positive consequences is a method of motivation toward the accomplishment of each instructional objective. This is the key to increased achievement. Remember, although many consequences are appropriate for all students, some are not and must be tailored to the individual student. While some teachers use grades, it is advised that other positive consequences be used alone or in addition to the grades.

STEP IV: Post-test items

Instructions:

Construct one or more test items that will indicate if the student is able to perform each objective. As stated before, many teachers will use the same items for the pre- and post-tests.

Example:

(Place a P over the plural noun and an S over the singular noun.) The tall girl reached the top of the stairs.

Item 1 _____

Item 2 _____

Item 3 _____

Item 4 _____

Item 5 _____

Item 6 _____

Item 7 _____

Item 8 _____

Item 9 _____

Item 10 _____

Note:

Some accountability programs may use a "range scale" to evaluate the teacher. That is, they judge the teacher's ability to diagnose and prescribe instruction according to the following scale:

Class Average of Students' Scores on Post-test	**95-100**	**Teacher's objectives too easy**
	75-94	**Teacher's selection of objectives good**
	0-74	**Teacher's objectives too hard**

While this tool is not widely used, it can give the teacher a method of self-evaluation in selecting appropriate instructional objectives.

STEP V: Corrective instruction

Instructions:

Identify those objectives which were not mastered by some of your students and re-teach them. You should list those materials or methods and consequences you think will help correct the learning problem.

Example:

Re-work worksheet taken from pp. 14-20 of the text. (The consequence will be similar to those outlined in Part I.)

Corrective Materials and/or Methods

_____	_____	_____
_____	_____	_____
_____	_____	_____

Corrective Consequences

_____	_____	_____
_____	_____	_____
_____	_____	_____

Note:

Again, some teachers find it necessary to individualize consequences. Moreover, the teacher is most likely to be the only one who knows the classroom situation well enough to make the right selection of consequences for each student.

As one teacher has said, *"Personally, I have never seen such enthusiasm in a group of children."*

STEP VI: Re-test items

Instructions:

As in the approach behavior plan, Step 6, you may not feel that this part of the plan is necessary. However, since this part os the final accounting of your students' performance, you may wish to construct a re-test. Or, you may wish to use your pre- or post-test again.

Item 1 _____

Item 2 _____

Item 3 _____

Item 4 _____

Item 5 _____

Item 6 _____

Item 7 _____

Item 8 _____

Item 9 _____

Item 10 _____

This was the feeling of one teacher. *"The overall attitude of the students at the end of the unit seemed to be one of self-satisfaction and, in some cases, excitement. The unit was probably one of the most enjoyable of the year for both the students and the teacher."*

CONCLUSION

Points to remember

1. Students must know what is expected of them both in behavior and instruction.

2. When the appropriate behavior or learning is displayed, the teacher must provide a positive consequence. If the teacher fails to do this, the plan will not be effective.

3. The consequences must be tailored to fit the maturity, intelligence, instructional level, and nature of each student. While some consequences are appropriate for most sudents, others are not.

4. The most effective management plans have short-range consequences which help students move toward long-range consequences.

5. Teachers should not use candy, money, or other material objects as consequences unless no other consequences are found effective. When such are used, teachers should gradually move students to positive social consequences.

6. While positive consequences are tied to the basic needs of man such as eating, achieving, love, independence, etc., it is probably sufficient for the average student to arrange systematic positive consequences after the display of the desired learning or behavior.

ASSESSMENT AND ACCOUNTABILITY OF TEACHING COMPETENCIES

This form is provided so that the teacher can evaluate how adequately approach behavior and instructional management competencies have been developed. Notice that the competencies are based on performance rather than on a written test or other subjective evaluation.

Section 1: Approach Behavior Competencies

	EX	AD	NI	U*
1. Demonstrates ability to describe approach behavior in specific behavioral terms	____	____	____	____
2. Demonstrates ability to select the appropriate approach behaviors	____	____	____	____
3. Uses systematic observation to assess student behavior	____	____	____	____
4. Demonstrates ability to use positive consequences to improve behavior	____	____	____	____
5. Uses corrective measures when needed to revise approach behavior plan	____	____	____	____
6. Uses systematic observation to establish pre- and post-assessment of behavior for accountability	____	____	____	____

Section 2: Instructional Competencies

7. Selects objectives which are relevant to the needs of students and their abilities	____	____	____	____
8. States objectives in behavioral terms so that they can be measured	____	____	____	____
9. Provides learning activities with materials which are related to the objectives	____	____	____	____
10. Shows ability to pre-assess learning	____	____	____	____
11. Uses pre- and post-assessment to determine accountability progress	____	____	____	____
12. Demonstrates the ability to use objectives which fall within the appropriate range of the class members and which are not too hard or too easy	____	____	____	____

*EX = Exceptional; AD = Adequate; NI = Needs Improvement; U = Unsatisfactory